Monday December 13, 2009

**SW solve addition problems up to ten using different addition strategies such as using manipulatives, number lines, pictures, and ten frames.**

**SW solve addition problems up to ten by choosing whichever addition strategy they would like to use, such as using manipulatives, number lines, pictures and ten frames.**

**Vocabulary:** estrategia-strategy, objetos-manipulatives, linea de numerous-number line, dibujos-pictures, y marcos de diez- ten frames, sobre-envelope, sacar-draw, escoger-choose,

**Opening**: Ask students if in real life they get handed a worksheet full of practice problems at the grocery store and are told which strategy to use to add? No! We have to figure out how to add things on our own, but we can use any of the strategies we have learned. Tell them today we are going to practice using all of the strategies and we will get to pick our own!

**Introduction to New Material:** Tell students that throughout their lives they will have to add every single day, but someone won’t be around to tell them how to do it. They need to pick different strategies to use to add. Take one problem and show how you can solve that one problem in all different ways. Ask if there’s one way they liked the best? Ask a couple of students to see which one they liked best. Pick one more problem to show, and have students help solve it each time. Ask which way students liked best. Tell them today they will get to pick which way to solve problems, but after we practice a few problems taking turns using all of the strategies.

**Guided Practice:** . Have manipulatives, a number line, and a ten frame on all of their desks to use. Pass out envelopes with the folded papers stating the different strategies. Pass out worksheets with different problems on them with plenty of room for students to solve the problem using whichever strategy they draw out. Tell students they will be solving the problems in whichever way they draw out of the envelope. Model how to set up the different problems (drawing the ten frame box, or number line for example) Practice one or two together, then let students draw their own method.

**Independent Practice:** Solve a few problems on the back of the worksheet in which the students can use any strategy they would like to solve the problems. They must, however pick a strategy, even if they have the problem memorized. Tell them if they have a problem memorized, they can use a strategy to check their answer.

**Closing:** Remind students they need to use addition in their every day lives. They will become better and better every time they practice. They should be able to memorize the addition facts by doing them so often, so encourage them to practice at home.

Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 4 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2 + 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 5 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_ 4. 6 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 2 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. 1 + 8 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. 6 + 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. 5 + 1 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. 9 + 0 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. 7 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. 2 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 12. 5 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. 6 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14. 3 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. 8 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 15. 2 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. 4 + 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 17. 9 + 1 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. 4 + 0 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 19. 10 + 0 = \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20. 6 + 6 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 21. 4 + 7 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

22. 8 + 7 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 23. 8 + 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

24. 5 + 6 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 25. 10 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QUIZ**

1. 3 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 4 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 2 + 8 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. 1 + 6 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 6 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. 4 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QUIZ**

1. 3 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 4 + 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 2 + 8 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. 1 + 6 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 6 + 3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. 4 + 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thursday, December 15, 2009

**SW solve story addition problems using manipulatives, number lines, pictures, and ten frames.**

**Vocabulary:**

**Opening:** Stage an everyday situation when someone would need to add. Have several students participate. Afterwards, write the situation down on the board. Tell them every time we use addition in our lives, it’s like solving a story problem.

**Introduction to New Material:**

Pass out white boards, markers, and erasers. Present a couple of more real situations, such as how many boys are in the group plus how many girls are in the group. Write it in a story problem for all students to work on. Show how you can use different strategies to solve different problems

**Guided Practice:** Have students work on problems with teacher using white boards and different strategies. Have manipulatives, a number line, and a ten frame on all of their desks to use. Hold up white boards. Show some prewritten problems over the Elmo. Have students practice solving them on white boards.

**Independent Practice:** Show some written problems on the Elmo and read them aloud. Tell students they can solve the problems any way they would like. Have manipulatives, a number line, and a ten frame on all of their desks to use.

**Closing:** Ask students to give some examples of their lives that could be considered story problems for addition. See what the students come up with, prompt if needed. Remind them they use addition in story problems every day in their lives.

1. Ellie tuvo 2 lapices, y la maestra le dio 3 mas. Cuantos lapices tuvo en todo?
2. Pablo compro 4 dulces. Otro dia, compro 5 mas. Cuantos dulces compro en todo?
3. Catarina recibio 1 regalo. El otro dia, recibio 5 regalos mas. Cuantos regalos recibio en todo?
4. Elena tuvo 5 borradores, y la maestro le dio 2 mas. Cuantos borradores tuvo en todo?
5. Roberto dibujo en 3 papeles, y otro dia dibujo en 4 mas. Cuantos dibujos tuvo en todo?
6. Shayla leyo 6 libros un dia, y leyo 4 mas libros otro dia. Cuantos libros ha leido en todo?
7. Gabriel tuvo 1 penny. John le dio 7 mas. Cuantos pennies tuvo en todo?